C
924H
1890/91

Quincy, Ill.

(283)

ANNUAL CATALOGUE

OF THE

Officers and Students

—OF—

ST. FRANCIS SOLANUS COLLEGE

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

1890--1891.

NEW SESSION OPENS

September 2, 1891.

QUINCY, ADAMS CO., ILLS.

St. Francis Solanus College, Quincy, Ill.

ANNUAL CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

St. Francis Solanus College,

1890—1891.

New Session Opens September 2d, 1891.

QUINCY, ADAMS CO., ILL.

QUINCY, ILLINOIS:
T. M. Rogers & Co., Printers, 520 Hampshire Street.
1891.

Faculty.

Rev. P. Anselmus Mueller, O. S. F., *President.*

Rev. P. Nicolaus Leonard, O. S. F.

Rev. P. Petrus Wallischek, O. S. F., *Vice-President.*

Rev. P. Engelbertus Gey, O. S. F.

Rev. P. Samuel Macke, O. S. F.

Rev. P. Raphael Fuhr, O. S. F.

Rev. P. Benedictus Schmidt, O. S. F.

Rev. P. Fortunatus Hausser, O. S. F.

Prof. William Timpe, A. M.

Prof. Nic. C. Schiltz.

Four Assistant Teachers.

PHYSICIAN TO COLLEGE.

M. Rooney, A. M., M. D.

IN PRESENTING the annual catalogue to our friends and patrons, we feel happy to inform them of the increasing prosperity of the Institution. This is demonstrated by the unusually large attendance of Catholic students, by the number of graduates receiving their diplomas, and the excellent sanitary condition of its members during a year in which everywhere sickness has been a prevailing feature. We have not been entirely free from the latter visitation, yet we had not to grieve at the loss of any one of ours or even of a serious case of malady. We ascribe this, save the protection of our Lord, to the healthy location of the city of Quincy and of the College in particular, which lies over two hundred feet above the Mississippi. The buildings are large, well lighted and ventilated, furnished with all modern improvements, and surrounded by grounds of sufficient extension for out-door sport and exercise, bathing and swimming at the proper seasons included. The board is simple and carefully prepared, whilst special attention is paid to the dormitories. We are very well aware that the training of the body forms part of the education of the whole man, and that upon physical health and development depend, to a very great extent, the other results aimed at in a college. But we do not believe in giving this more than its due share, to prevent the drilling of athletes and sportsmen rather than form harmoniously educated young men. Give the young sufficient space, light, and good air, and they will, without a drill-master, engage in sport and exercise as nature suggests. That their plays must be watched over and that they must be confined as to place and certain times, everybody knows.

Before subjoining the Course of Studies in the different departments, we wish to acquaint our friends with our views concerning intellectual training. The Institution has four different Departments: The PREPARATORY, the COMMERCIAL, the CLASSICAL, and the PHILOSOPHICAL.

a) The ***Preparatory Department*** is intended to give to young boys a common school education, or to supply its deficiencies in older ones. It does not properly belong to the College Course, for which it only prepares, and would, therefore,

be altogether abandoned were it not for the benefit of children whom circumstances deprive of an education at home, and who find in our boarding colleges the only opportunity to obtain it.

b) The ***Commercial Department*** prepares young men for business life, is, however, essentially distinct from the so-called Business College. Our course will not turn out a business man, but will prepare him to enter as an educated apprentice in any position of life, except those which we term "higher professions," as for these we consider the collegiate training necessary for some and desirable for all. We do not expect of a graduate in the Commercial Course that he is a skilled book-keeper or a valuable practitioner in anything; but we guarantee that he is a good penman, ready with figures; that he is able to express sound thought in good language, both in writing and speech; that he knows the History and Geography of the world as well as that of his country; that he can master some modern languages besides his own; and, above all, that he has learned to think and act intelligently and preserves a disposition to improve his knowledge by future studies. There are branches not mentioned which are certainly desirable, but it is impossible during the four years' course to take them all. The best that could be done was to put them in as elective studies, which might be substituted for other branches already finished by the individual student previous to entering the College. Among such studies rank all the natural sciences, including Natural Philosophy, Chemistry, Physiology, Domestic and Political Economy. Of these we have adopted in our Commercial Course: Natural Philosophy, Chemistry and Physiology, leaving it to a future improvement to add other studies.

c) The ***Classical or Collegiate Department*** comprises a course of six years to be spent in the six classes of the Department. A student may, however, enter any class, if by previous examination he proves competent. Without entering into the much discussed question as to the feasibility of substituting for the study of ancient languages other branches and sciences, we continue to follow the plans of time-honored custom. The old Classical Course has given to the State and Church men eminently distinguished for their learning and for the beneficent influence they exercised upon generations. We find them in all high professions of life and look up to

them as masters and patterns. Whatever might be theoretically said, therefore, of a change, we feel justified in retaining what might be called the Old Course until a well-established practice has demonstrated not only the change, but a real improvement. It is generally conceded that the Classical Course is more prominently a preparatory one than any other, and that in it the *formal* education is principally intended. It *prepares* the student for the studies of higher professions. The summary of his practical knowledge is, therefore, small. We have seen that a college graduate failed in his examination for admittance into a Teachers' Seminary, that he was unfit to fill a position in practical life, when young men with nothing but a common school education did full credit to the same. The reason is obvious. The classical student has worked for years, increasing his facilities for learning; for years he has exercised his mental faculties, drilled the memory, sharpened and widened his intellect, opened the shaft into the literary treasures of all times and nations; and all this only in preparation for that profession which he will embrace, which he will honor, and in which he will find his usefulness and earthly support. Whilst he is hardly anything at the end of his Collegiate Course, he is prepared to be everthing in a near future. He, therefore, and he alone, is in a condition really to choose his vocation, whilst with all the others their choice is confined to the greater or smaller degree of acquired capability. This is the preparation the Catholic Church asks of her clergy, and it is in fact the minimum of her demands. "*Ars artium cura animarum.*" The Catholic priesthood enjoys, therefore, all the respect and glory education can give. For the same reason the other higher professions are justly held in great respect; in fact they are supposed to be represented, not so much by skillful practitioners, but by educated men; and if these professions have lost from their traditional lore, it is because the standard of preparation has been unduly lowered. If "reading and writing, together with the fees," is the passport that admits into a Medical College or the lawyer's office, so that any one who is too proud or indolent to work, may enter, we better strike the "higher" from the profession and put it below the merchant and below the laborer that earns his bread in the sweat of his brow. If everybody may be a doctor or a lawyer who has the money to pay his expenses, irrespective of his general educa-

tion, the halo of learning and the consequent esteem of the professionals will continue to disappear.

But will not the number of years conditioned by a thorough Classical Course bring these professions within the reach of the wealthier classes only? As to the number of years, there can be no doubt that in our country it is already reduced to the minimum. He who grants that formal education, meaning, as has been stated, a perfect development and maturity of all mental powers, can only be achieved in the gradual course of nature, must needs exclude undue haste and force. We must have time, not only for devouring, but also for digesting and assimilating. We readily concede that the European system, requiring a Collegiate Course of from eight to nine years, exceeds the actual necessity, a system which we think has been adopted more to check the rush into higher professions, than from the conviction that such a time is really required to make the ready student. But when we consider human nature and observe that our land is flooded with so-called professionals, to the detriment of the earnest student, some kind of a check seems not only desirable but peremptorily demanded. Let that check be the just and honorable one of raising the standard of education for the aspirants after these professions. This will exclude neither the middle class, nor even the poor but gifted student. Notwithstanding the exorbitant demands of the European system we find, that, the study of law excepted, our professions recruit themselves principally from those classes. Public and private charity has offered and is offering to all those the desired opportunity in the United States more, perhaps, than in any other part of the world. Shall the millions annually devoted only serve to turn out the largest possible amount of professional cripples, or have we all an interest to see that they be applied, not so much to the numeral, but more to the qualitative increase of professional men? We have an interest that our professional men should not only deserve admiration as skillful practitioners, but also as men who, in general education, are not below the standing of the educated of other nationalities.

d) The ***Philosophical Course.*** For the benefit of those who are not able to take a yearly Course of Metaphysics we have arranged the course of studies in the Collegiate Department so that in the last class Philosophical Propædeutics,

Logic and Psychology, are taught. No educated man can question the advantage, yea, the necessity of these branches. It is, however, a great error to suppose that the study of Christian Philosophy is intended and necessary only for the student of theology. We venture to say that for him it is less so than for the lawyer, as he finds in his theology, provided he is able to understand his text book and his professors, even infinitely more than philosophy could give. To the lawyer, however, Christian Philosophy is the solid ground from which he proceeds with firmness and to which he returns with security, as long as he desires the true and the good. Though Metaphysics have not the direct practical value for the other professions as for those mentioned, the simple fact that it has ever formed part of higher education may stand for any other argument.

If it be desirable to have a healthy and intelligent generation, it is more important to have a good and virtuous one. Nor is the latter a necessary consequence of the former, as history and daily experience prove to evidence. The best instructed are not always morally the best. On the contrary, we find among the so-called educated a large percentage of criminals in whose hands their mental training has been a means to excel in wrong-doing, to devise the best plans for the perpetration and covering of crime, and to elude human justice. For these education is individually no blessing and a decided curse for family and state. Physical strength and knowledge are in the wicked what a dangerous weapon is in the hands of a maniac. It is, therefore, generally conceded that, to make education complete, the heart and will must be trained, and that even physical and mental success depend greatly upon the advance of morality. If the heart and will are right, the head will follow. In consequence, all interested in the education of the young call loud for moral training, but they differ widely in the idea of good and in the means leading to its acquisition. And whilst great exertions have been made in that direction, we fail to see the expected improvement; on the contrary, it will appear to us that our youth is daily becoming more selfish, more arrogant, and more scornful of all authority. The cause is easily detected when we find that our modern pedagogues go for counsel not to "*The Way, the Truth and the Life*," but to the false and erroneous doctrines of an infidel philosophy.

They do not want Christianity and rather experiment with the precious material of the human soul, in spite of the lessons taught by pagan antiquity and the fearful condition of society of our own times. They have promised and are promising a great deal. What have they given? They sowed wind and are reaping storm. On the contrary, when the world became Christian the face of the earth was renewed, and from the beginning of Christianity dates a new and better era for the human race. If our days are getting evil, is it not because society is becoming more and more unchristian in principle, in maxim, and in deed? If, then, the happiness of society depends on its return to God, the aim of our youth's education must be to lead its charge to Him again and lay that foundation in the individual heart, which the Son of God has laid nineteen hundred years ago. Education must be more religious, Christian in its principle, aim and means.

These principles are found in the sovereignty of God, the Supreme Authority from which all human authority is derived and from which it obtains its duties and rights; in the love of God which he bears to us and has proved and which demands our own affection in return; in the destiny of man for a supernatural end to be reached by a faithful discharge of all our duties here on earth for His sake; in the havoc wrought in the whole human race by the fall of our first parents, the seed and representatives of the children of men; in our condition after the redeeming sufferings and death of the Son of God. These fundamental educational truths we find deposited, explained, developed, and applied where Christ made the deposit nineteen centuries ago and where He graduated and qualified His faculty, sending them to teach all nations and make them observe whatever He had told them. That foundation and sacred mission have given the Church of Christ the claim to the education of the young, which she still upholds and by which she has been the undisputed pedagogue for sixteen centuries and will be the only duly qualified educator even to the end of the world. In her name, on her authority, in her spirit our Catholic institutions of to-day fulfill their mission, and are, therefore, Christian in principle and aim, claiming their Divine representative character and working to lead their charge happily through the world to heaven. As Catholic education has furnished for centuries not only the learned but also

the good, as from her schools have issued for centuries the lights of the Church, the pillars of the state, the enlightened teachers of the schools, the heroes on the field of battle, and the martyrs of charity, so also we, adhering to her teaching and obeying her demands, can show glorious results, and may expect them for the future without trying merely to experiment. But not only the principles and aims of education must be Christian, also the means. They are, first of all, authority and love in the educator, and, in consequence, respect and affection in the pupil. The Christian pedagogue, invested as we have stated with Divine authority, has to maintain by his own appearance what he has received as a gift. It is in his own power to receive respect or to lose it and in it the control and influence over his charge. For respect, or call it fear, must ever form the deep foundation from which we issue, on which we build. Only after the human race had been led to fear Jehovah through thunder and lightning from Mount Sinai could its education be completed by the love of the dying Redeemer on Mount Calvary. Only in the terror-stricken heart of the awaking sinner do enter the nobler feelings of regret, hope, and love. Whoever has no heart for the young, let him not enter upon the duties of the educator. Love, supernatural, Christian love, must be the character of the pedagogue, if he wishes to gain an easy and lasting influence over his pupil, as love alone begets love. If charity is patient, is kind in the master, it will bring forth in the child that charity which "envieth not, dealeth not perversely, is not puffed up, is not ambitious, seeketh not her own, is not provoked to anger, thinketh no evil, rejoiceth not in iniquity, beareth all things, hopeth all things, endureth all things;" in one word, it will make the good and perfect man. Both authority and love are maintained and shown in education in the exercise of the double right of reward and punishment which form, therefore, the two prominent, if not the only natural means to educate heart and will. They are the most prominent chapter in the science of education, and upon their discreet and just distribution depends particularly our result. Both are necessary and both are an issue of authority and Christian love. God not only rules the world by both, but has shaped human nature so as to be induced to virtue by reward and promise of reward, and to be deterred from evil by threats and punishment. The very nature of the re-

wards and punishments tax the mind and heart of the master, as they are in his hands but means to achieve higher results, and as such must be in their nature and method adapted to the character and disposition of the individual child. What is good for the one may be hurtful to the other, and what is a remedy in the one may be a poison in the other. Vindictive punishment is not known to the Christian educator; he has only preservatives for the community of the young, remedies for the individual child in his punishment, inducements to real virtue in his rewards. To be a just distributer, however, of both and to be able to use all at the right time, and in due manner, he must not only know his own soul but by watchfulness and observation must acquire a knowledge of his charge. This will enable him frequently to obtain by reward and promise, what the unvigilant can remedy only by correction. But as he cannot be everywhere and with all and at all times, as is the case in our colleges where the number is great and the localities are extensive, he requires deputies, who watch for the time being in his name and spirit, and whose authority he has to protect even more jealously than his own.

Now whatever be the value of all natural means in the education of the young, in that field of labor more than in any other one, the words of the Psalmist prove true: "Except the Lord build the house, they labor in vain that build it. Except the Lord keep the city, he watcheth in vain that keepeth it." For the Christian pedagogue St. Paul wrote when saying: "I have planted, Apollo watered, but God gave the increase." In the end it is God alone who inclines the hearts of men and conducts them like rivulets to his service and love; natural means, therefore, are not sufficient, supernatural ones are required in both the master and the child. They should both advance in the knowledge of divine things so that they know where to go if human effort remains without the desired fruit, and both should be experts in the art of prayer by which every grace is obtained. In one word, both must be pious, delight in the communion with their Lord and Master, and they will not be wanting the help from above. Both the Catholic tutor and his ward should apply to those heavenly channels, the Sacraments, where the waters of grace are constantly flowing upon those who approach them duly disposed. To create, therefore, a love and a deep respect for all that concerns God and our divine religion

is one of the chief aims of our pedagogue, and only when he sees his wishes realized in this respect may he be sure that his labor will not be in vain.

It remains to speak of the difficulties which oppose too frequently the best endeavors of college officials and impede the progress of their glorious work. We might mention the scarcity of men who, with the enthusiasm for the great mission of educating the young, combine the necessary qualities of the teacher and pedagogue. We might point, if not to the financial embarrassment, yet to the life "from hand to mouth" of many of our Catholic institutions. But we refer only to those difficulties which impede the full influence of college life upon the student and which arise mainly from the parents themselves. Parents frequently expect too much from the institution. As to result, they forget the previous literary and moral standing of their children, if they ever knew it, and expect that the illiterate, sometimes poorly-gifted, should be learned in five or ten months. What has been neglected or spoiled at home in ten or fifteen years is expected to be corrected in so many months at the College. If, then, they are disappointed in their expectations, the College must serve the scapegoat. The best institution can only offer the opportunities and inducements, but it is the student himself who must push his progress. Another difficulty is, that parents leave too much to the good pleasure and notions of even young boys, and it is sometimes not very hard to say whether parents rule their children or the children the parents. The boy decides his course, his branches, the time to be spent at college, and thereby sometimes ruins his whole future. He is made to act as a man before he is even a boy. We do not deny that even the child might be listened to, but he should, as long as he is a child, never feel as if he had control of his own affairs. Are not the college officials those who should be heard first of all, and should not their position and experience, their well-known interest in the child, entitle them to a hearing from the part of parents? We know that our Catholic parents live in the midst of the world and that they cannot avoid hearing and seeing the principles of infidel philosophy preached and practically followed out everywhere; nor do we wonder that unchristian maxims, with regard to education, have crept into the sanctuary of the Catholic family and into the heart of parents. The external varnish, the edu-

cational show, the independent bearing even of the young, and particularly the success in obtaining the honors and treasures of the world, do a great deal to make Christian parents forget that the infidel has nothing but the world to contend for, that he walks on a road different from the one which our Lord calls "narrow," and that as his aim is not Christian, neither are the means he engages. And because parents are forgetful of this, they too frequently adopt unchristian views, preach to their young family "the modern views," and are unhappily guided by them in the education of their children. That wisdom is carried in interviews and letters to their sons at the College, and the consequences are too frequently seen even before they leave the institution. How much damage is not hereby done to the young students and in what sad condition does it not put those who are, on the one hand, the guardians chosen by the parents, and, on the other, in aim, principles and means, the very opposite of them! These guardians, then, resemble the Israelites who handled the tool with one hand and the weapon with the other, as they have to build up in the children and at the same time ward off the blows aimed at both, themselves and the children, by misled parents. The *remedy* against this evil is general; it is the DEEPENING OF CHRISTIANITY in the family and in the individual. The Catholic college will do its share in that direction, but let Catholic parents and guardians cease to sow, unconsciously indeed, the cockle into the hearts of their children when the Church has taken special charge of them. Let them not feel offended when they themselves are instructed as to their duty towards their sons at college, and let us all work in the common interest of Christian education with the full conviction that he who builds on any other foundation than the one laid by the Son of God, builds on sand.

In conclusion, let us say that we have openly explained our views and pointed out the difficulties met with, to enable the parents of our students to know by what spirit we are prompted and what they may expect of us. It remains that we thank our trusty friends and patrons most heartily for the confidence and encouragement they have shown in the past; for the faithful co-operation of the many excellent and wise parents with our endeavor to educate their children; for the many and great consolations afforded us by the respect, diligence, and exemplary conduct of the large majority of the students.

Acknowledgments.

The President and Faculty wish to express their gratitude for the following donations made to the College:

Rev. G. Mirbach, Quincy, Ill.—"Controversiæ Metaphysicales inter Scotistas," auctore Alexandro Rubeo de Lugo; Bononiæ, 1653.

Opera S. Hieronymi. Ed. Vallarsio. Venetiæ, 1767. Eleven Volumes.

"Theologiæ Cursus Completus." Ed. T. P. Migne. Twenty-eight Volumes.

Bartholomæi a S. Fausta "Theologia Moralis." Neapoli, 1635. Four Volumes.

Benedicti XIV. "De Synodo Diœcesana." Ferrariæ, 1756. Two Volumes.

Rev. C. F. Gey, D. D., San Jose, Costa Rica—Historia de Costa Rica per D. Leon Fermandez, Madrid, 1889. El Mensajero Del Clero.

Very Rev. Clem. Wienker, D.D., Adrian, Pa.—Eichendorff's German Literature; Five Volumes. Vilmar's "History of German Literature." A very valuable pictorial Indian Catechism; and several other works.

Rev. A. Gaedker, Falmouth Ky.—H. Wedewer's "Grundriss der Apologetik," and several other works.

Rev. P. Wigger, Bridgeton, Mo.—Jubilee Edition of "Dreizehnlinden," by F. W. Weber.

Rev. Jno. Tannrath, St. Louis, Mo.—*P.* I. B. Diel's S. J. Poems. Two Volumes.—"Conferences," by J. B. Krier.

Rev. J. G. Sudeik, Old Monroe, Mo.—Splendid Illustrated Edition of "Thomas a Kempis."

Very Rev. P. Isidore Gey, O. S. F., San Francisco, Cal.—"Cursus philosophicus integer ad mentem Doctoris J. D. Scoti," auctore *P.* Antonio Tena, O. S. F., anno Dom. 1714, M. S.

Mr. E. Steiger, New York—Gœthe's Werke. Eleven Volumes. —Schiller's Werke. Six Volumes.

Miss Julia M. Fuhr, Aachen, Germany—Musical works. Eighty-five Volumes. — Miscellaneous Works. Fourteen Volumes.

Mr. F. P. Kenkel, Chicago, Ill.—Valuable collection of minerals and fossils.

National Government, Washington, D. C.—Smithsonian Report of the U. S. National Museum. Three Volumes.

Mr. Chas. F. Unger, St. Louis, Mo.—"History of Music," by G. Ouseley. Two Volumes.—"History of Music" by F. L. Richter. Two Volumes.

A Friend—$500 cash for the benefit of indigent students.

St. Francis Solanus College,

QUINCY, ILLINOIS,

Under the Direction of the Franciscan Fathers of the Province of the Sacred Heart of Jesus, opens its Thirty-Second Scholastic Year

WEDNESDAY, SEPTEMBER 2, 1891.

ORGANIZED 1860. CHARTERED 1873.

The object of the Institution is, first of all, to instill into the hearts of the pupils the principles of their holy religion, and assist them in forming a character which will enable them to pass through life as faithful children of the Church, and as useful members of society. FOR THIS REASON NONE BUT CATHOLIC STUDENTS ARE RECEIVED.

As to the literary object of the College, it intends:

1. To supply the deficiencies of an imperfect common school education.

2. To *prepare* young men for mercantile pursuits.

3. To *prepare* students for such professions as render a classical course necessary or desirable.

With this view the College is divided into four departments —the Preparatory, the Commercial, the Classical, and Philosophical. For the first course no number of years can be decided upon, but the student is promoted to the other departments as soon as he is able to attend them with advantage. The Commercial Course requires four, the Classical six years, unless the student deserves more rapid promotion. The Course of Metaphysics and Ethics is to be finished in one year. There is a limited number of private rooms for the accommodation of philosophical students, which will be allowed in the order of their matriculation. The Institution furnishes bedstead, table, and chair to those having rooms, whilst the student himself has to provide for all additional furniture.

Graduation.

At the end of the Classical Course the students will be admitted to the final examination, and the successful aspirants promoted to the degree of A. B. They will be required:

To have attended at least the Fifth and Sixth Classes of the Collegiate Department.

To write an English composition on a given subject, to prove at the same time maturity of thought and mastery of the language.

To write a German composition on a given subject (if the student be a German), or to translate from an English author into German.

To translate a French author (ex tempore) into the vernacular, and an English or German author into French.

To write a Latin composition on a given subject in plain and grammatically correct style.

To translate into English, without previous preparation, any Latin author that has been read during the course.

To write and translate any given English piece of prose into the Greek language, free, or almost free, from etymological and grammatical mistakes. The use of a dictionary will be permitted.

To translate any Greek author that has been used during the course, without previous preparation.

To exhibit a complete mastery of Mathematics, as far as treated of in the text books adopted by the Institution.

To show a general knowledge of the History of the world.

To exhibit a fair knowledge of Natural Philosophy or Chemistry.

To be well informed in Christian Doctrine and the Evidences of Christianity.

Special attention will be paid to the manner in which students will express themselves, be it orally or in writing.

N. B.—Extraordinary excellence in one branch may excuse slight deficiency in another, provided the latter be of minor importance.

To the degree of A. B. is added that of A. M., after the student has finished the Philosophical Course, provided his conduct has rendered him worthy of the distinction.

Students of the Commercial Department will receive their diplomas at the end of their Course, if the final examination proves them deserving.

MUSIC.

No one will question the assertion that music stands pre-eminent as a refining influence, and that its cultivation is a matter of importance, not only for the sake of those giving special attention to this art, but for the general good of the community. For this reason the College affords the best advantages for the study of *Piano, Pipe* and *Reed Organ, Violin* and *Cello;* also the other Orchestral Instruments may be studied, if so desired.

Each pupil receives individual instruction. Two lessons of one-half hour each, per week, will be given.—Musical entertainments which are strictly private will from time to time be given in the College hall, affording to industrious and sufficiently advanced pupils the opportunity to overcome their timidity in playing before others and to acquire ease and self-possession.

In addition to this Harmony and Counterpoint are taught. These studies are for those who care fully to enjoy and understand the construction and inner meaning of music, vocal and instrumental. They are essential to pupils who would be rapid and comprehensive sight-readers and who aim to excel in the higher grades of music. The text-books used are: "Manual of Harmony" by P. Piel; "Manual of Counterpoint" by E. F. Richter.---Particular attention is given to the written exercises and to the analysis of classical compositions.

College Choir—Orchestra.

The College has a Choir, the object of which is to give its members an opportunity of cultivating Vocal Music, especially the "Gregorian Chant," and other true Church Music, to contribute to the appropriate celebration of Divine Worship, and to cheer and grace, by its performances, festivals and entertainments.

Vocal Music is taught, without charge, to all who show any aptitude or inclination thereto. Candidates for the priesthood, however, are obliged to attend the class in which the theory and practice of the "Gregorian Chant" are taught.

There is also an Orchestra at the College, to which all those will be admitted who are sufficiently advanced in Music.

General Regulations.

The scholastic year is divided into two sessions, beginning respectively on the first Wednesday of September and first Monday of February. No student will be admitted for less than one session at a time, and no deduction from the regular charges will be made if he leaves before the term expires, except in case of sickness or dismissal. Every student, on entering, should be provided with at least two summer suits and two winter suits, six shirts, two pair of drawers, two night gowns, six pocket handkerchiefs, six pairs of stockings or socks, four towels, six napkins, two pairs of boots or shoes.

The students are always under the vigilant care of their professors and tutors, and form but one family with them. In sickness they are nursed and watched with parental solicitude, and all the care that parents can desire is given to the wardrobe, dormitories, and all other departments on which health, comfort, and economy depend.

Marking Clothes.

As it is indispensable that pupils should have their clothes marked before entering the College, parents are respectfully requested to provide the clothes of their sons with the initials of their respective names.

Rules to be Observed by the Pupils Boarding at the College.

1. Each student will be required to observe the strictest punctuality and cleanliness in all things.
2. The course of studies adopted by the College must be followed by each student, unless an exception be made for particular reasons, according to the judgment of the Rev. Father Rector.
3. Saturday is recreation day.
4. The students have to go to confession and to receive holy communion at least once a month.

5. Students are not allowed to leave the College grounds or to visit any private house or family without having first obtained permission.

6. Students are forbidden to enter private rooms or to visit the infirmary or dormitories, in the day time, without special permission.

7. All use of intoxicating liquors, tobacco, fire-arms, and other dangerous weapons, is strictly forbidden.

8. All letters leaving the College, or directed thereto, are opened and read by Rev. Father Rector. In no case will letters be mailed which are not provided with the necessary postage stamps.

9. No newspapers are allowed to the students except such weeklies as are approved or recommended by the Ecclesiastical Authorities, or otherwise provided for by the Institution. Should an exception be made for senior students, they are strictly prohibited from passing their papers to fellow students, under penalty of forfeiting the privilege.

10. The reading of newspapers, etc., as also letter writing, will not be permitted in the time intended for study.

11. Students who offer resistance to Prefects, or who instigate others to such, will be expelled from the College.

12. Any student whose language or behavior is impure, profane or irreligious, will be dismissed, if other punishments fail to correct him.

13. The strictest silence is to be observed in the dormitories, in the corridors, study hall and class-rooms—no playing or hallooing.

14. All injury done to the walls, school furniture, trees, etc., must be paid for to the full extent of damage, according to the judgment of the Rev. Father Rector.

15. Students are forbidden to make use of the bathing and swimming basin, except in a body and accompanied by a tutor.

16. The Rev. Father Rector keeps an account of all the transgressions during the year, according to which the conduct of the respective scholars will be judged at the end of the season, when bulletins will be sent to parents or guardians.

Day Scholars.

1. The above regulations apply also, as far as practicable, to day scholars.

2. The College assumes no responsibility concerning the religious practices of day scholars, outside of the school room, and it is left to parents to see that their sons comply with their duty in that respect.

3. Day scholars who are notably tardy in their attendance of lessons, or frequently absent themselves from classes without due excuse from their parents, which excuse shall be presented to the Prefect on entering the study hall, shall invariably be suspended from the Institution, if other punishments fail to effect an amendment.

4. Day scholars who are found to serve as messengers for boarders, assisting them in violating the rules of the Institution, will be dismissed after they have been convicted of the offense a third time, any pretended ignorance of the regulation notwithstanding.

Instructions to Parents.

1. If you wish your children to derive the whole benefit from the instruction whilst at College, send them promptly at the *beginning* of the scholastic year and have them remain, particularly when young, at least one year, if possible.

2. You are expected to communicate with the Rev. Father Rector before informing your children of your intention to have them visit home or to withdraw them from the Institution at the end of the season.

3. If you wish the Institution to make any advances to your sons for clothing, pocket money, or other expenses, except books and stationery, you will please inform the officers of the College of your desire, when entering the students, as otherwise such advances will not be made.

4. You are urgently advised not to allow your younger children at College any pocket money, unless at the discretion of Rev. Father Rector.

5. Sending eatables of whatever kind to our pupils is destructive of College discipline.

6. Please make your payments in advance, or at least within thirty days from the date of entrance.

Vacations and Days of Recreation During the Scholastic Year.

Summer vacation commences the last Wednesday of June and lasts till the first Wednesday of September.

Christmas vacation will be granted for about fourteen days, commencing December 22d.

The three days previous to, and two days after Easter, are holidays, as also the two days after Pentecost.

The following days are observed as holidays by the Institution:

All festival days of obligation in the Catholic Church.

All National holidays.

Moreover, October 4, January 6, February 2, March 7, March 19, June 13 and June 21.

Rev. Father Rector exercises the discretionary privilege of granting an extraordinary holiday, should the occasion demand it.

Examinations.

There are two class examinations during the year, the first being held in January, the second in June. The result of these examinations will be transmitted to parents by the semi-annual and detailed testimonial at the end of each session.

Besides these two, no official report will be sent to parents or guardians, except in case of an extraordinary event, as dangerous illness or very bad conduct of their sons or wards, in which case they will be informed immediately.

TERMS FOR SESSION OF FIVE MONTHS.

Board and Tuition in all departments, except Music	$80.00
Washing and Physician's fees	10.00
Entrance fee—to be paid only once	5.00
Graduation fee	10.00
Phonography	10.00
Typewriting	5.00
Instrumental Music	20.00
Use of Instrument	5.00
Lessons in Harmony	10.00
Use of Circulating Library	1.50
Half boarders—taking dinner at College	40.00
Tuition for day scholars in Preparatory Department	15.00
" " " " " Collegiate and Com'l Dep't	15.00
" " " " " Philosophical Department	20.00
Vacation, if spent at the College	30.00

REV. A. MUELLER, O. S. F., Rector.

DAILY EXERCISES.

DURING SUMMER.

FORENOON.	AFTERNOON.
Rising—5 A. M.	Recreation to 1:30.
Morning Prayers and Holy Mass to 6.	Classes—1:30 to 4.
Studies—6 to 7.	Recreation 4 to 5.
Breakfast—7.	Studies—5 to 6:30.
Recreation—7:30 to 8.	Supper—6:30.
Classes—8 to 12.	Recreation to 8:30
Dinner—12 M.	Night Prayers—8:30.
	Music Lessons during hours of study.

DURING WINTER.

FORENOON.	AFTERNOON.
Rising—5:45 A. M.	Recreation—4 to 5.
Holy Mass—6:15.	Recreation to 7:15.
	Studies—7:15 to 8:45.

Course of Instruction.

Preparatory Department.

Pupils for this department will be admitted if they know the elements of Christian Doctrine, understand the four elementary rules of Arithmetic, have finished a Third Reader, and are able to write legibly and fairly orthographically correct. They are examined in those branches on entering.

BRANCHES.

(WEEKLY LESSONS.)

Christian Doctrine—Memorizing and explanation of the Catechism of the Council of Baltimore. Three lessons.

Bible History—Memorizing and exposition of Schuster's Bible History. Old Testament. Two lessons.

English Reading—Previously prepared lessons from Young Catholic IV. Reader. Definitions, Synonyms. Five lessons.

English Grammar—The elements of Grammar. No Text Book. Five lessons.

English Spelling—McGuffy's Speller. Oral and written exercises. Five lessons.

German (obligatory)—Ahn-Henn's Rudiments, first course. Four lessons.

Arithmetic—Ray's Practical Arithmetic and Test Examples as far as fractions. Five lessons.

Geography—Primary Geography, Eclectic Series. Three lessons.

Penmanship—Pratice in five lessons a week.

Commercial Department.

FIRST GRAMMAR CLASS.

Christian Doctrine—Memorizing and Explanation of Deharbe's Catechism No. 2. Three lessons.

Bible History—Memorizing and exposition of Schuster's Bible History. New Testament. Two lessons.

English Reading—Previously prepared lessons from Young Catholic Intermediate Reader. Definitions and Synonyms. Oral reproductions of select lessons. Four lessons.

English Grammar—Etymology of Harvey's English Grammar. Oral and written exercises. Three lessons.

English Declamation—Memorizing and declamation of select pieces. One lesson.

German—(optional for English students)—Ahn-Henn's Rudiments. First course finished. Four lessons.

Arithmetic—Ray's Practical Arithmetic and Test Examples as far as Interest. Five lessons.

Geography—North and South America. Eclectic Series No. 3. Three lessons.

Spelling—McGuffy's Speller, continued. Written exercises. Five lessons.

Penmanship—Practice and theories. Five lessons.

SECOND GRAMMAR CLASS.

Christian Doctrine—Memorizing and explanation of Deharbe's Catechism No. 1, first part. Two lessons.

English Grammar—Harvey's English Grammar, continued and finished. Oral and written exercises. Three lessons.

English Reading—Previously prepared lessons from Young Catholic V. Reader. Oral and written reproduction of select pieces. Two lessons.

English Declamation—Memorizing and declamation of select pieces. One lesson.

German—(optional for English students)—Ahn's Rudiments, second course. Ahn's I. German Reader. Four lessons.

French—(optional)—Otto's French Grammar, first part. Two lessons.

Arithmetic—Ray's Practical Arithmetic and Test Examples, continued and finished. Rehearsal. Five lessons.

History—Hassard's History of the United States as far as Washington's Administration. Three lessons.

Geography—No. 3 Eclectic Series finished. Three lessons

Book-Keeping—Rochester Manual. Five lessons.

Penmanship—Theories and Practice. Five lessons.

FIRST COMMERCIAL CLASS.

Christian Doctrine—Memorizing and explanation of Deharbe's Catechism No. 1, second part. Two lessons.

English Composition—Charles Coppens' Practical Introduction to English Rhetoric; written exercises. Three lessons.

English Reading—Select pieces from Young Catholic VI. Reader. Oral and written reproduction. Two lessons.

English Declamation—Memorizing and declamation of select pieces. One lesson.

German — (optional) — Wollinger's German Grammar. Bone's Reader. Written exercises. Four lessons.

French—(optional)—Otto's French Grammar, continued. Two lessons.

Arithmetic—Ray's Higher Arithmetic. Five lessons.

History—Hassard's History of the United States, finished. Three lessons.

Book-Keeping—Rochester Manual, finished.

Penmanship—Theories and Practice. Five lessons.

SECOND COMMERCIAL CLASS.

Christian Doctrine—Memorizing and explanation of Deharbe's Catechism, No. 1, third part. Two lessons.

English Language—Coppens' Introduction, finished; Declamation. Three lessons.

German Language—Wollinger's Grammar, finished. Reading and Declamation of select pieces. Four lessons.

French—(optional)—Otto's French Grammar, finished. Telemaque. Two lessons.

Arithmetic—Ray's Higher Arithmetic, Commercial Calculations. Five lessons.

History—Gazeau's Ancient History. Three lessons.

Natural Science—Steel's Physiology. Two lessons. Quackenbos' Natural Philosophy or E. Avery's Chemistry. Three lessons.

Book-Keeping and Commercial Law—Rochester Manual on Banking. Commercial Law.

Collegiate Department.

FIRST COLLEGIATE.

Combined in all branches with First Grammar Class, except Spelling, instead of which:

Latin—Ahn-Henn's First Latin Book. Five lessons.

SECOND COLLEGIATE.

Combined in all branches with Second Grammar Class, except Book-Keeping, instead of which:

Latin—Ahn-Henn's Second Latin Book. Nepos. Written exercises. Five lessons.

THIRD COLLEGIATE.

Combined with First Commercial except:

Latin—Rehearsal of Etymology; Ahn's Syntax as far as "Consecutio temporum;" Cæsar; Ovid. Written and oral translations. Six lessons.

Greek—Spiess-Seiffert's Greek Grammar, as far as verbs in "mi." Oral and written exercises from Breitter's Greek Exercises. Three lessons.

Algebra—Robinson's Elementary Algebra, as far as Sec. 3. Two lessons.

Geometry—Wentworth's Plane Geometry. Book 1 and 2. Two lessons.

FOURTH COLLEGIATE.

Combined with Second Commercial, except:

Latin—Ahn's Syntax finished; Cicero's Orations; Virgil. Written and oral exercises. Six lessons.

Greek—Spiess-Seiffert's Etymology, finished; Xenophon's Anabasis; Homer. Written exercises. Three lessons.

Algebra—Robinson's Elementary Algebra, finished. Two lessons.

Geometry—Wentworth's Plane Geometry, finished. Two lessons.

FIFTH COLLEGIATE.

Christian Doctrine—Combined with Sixth Collegiate.

Latin—Latin Grammar, rehearsed; Livy; Cicero, De Officiis; Horace. Written exercises. Six lessons.

Greek—Greek Grammar, finished; Xenophon's Cyropædia; Homer. Written exercises. Three lessons.

English—Coppen's Oratorical Composition; Composition; Declamation. Three lessons.

German—Elements of Stylistic; Bone's Reader; Composition; Declamation of select pieces. Three lessons.

Mathematics—Wentworth's Solid Geometry. Two lessons.

History—Gazeau's Middle Age. Three lessons.

Natural Philosophy, Chemistry, } Text Book, finished. Three lessons.

SIXTH COLLEGIATE.

Students from other Colleges wishing to enter for the study of Mental Philosophy will be obliged to partake of lessons marked thus: *, provided they have reached in the other branches the standard of the Sixth Class of the College.

Christian Doctrine—Two lectures a week.*

Latin—Tusculan Disputations, Horace. Five lessons.*

Greek—Demosthenes or Plato. Three lessons.

Hebrew—(obligatory only for candidates of Theology)—Vosen-Kaulen's Rudimenta Linguæ Hebraicæ. Three lessons.*

English—Lectures on English-American Literature. Two lessons.

German—Literature. Three lessons.

Mathematics—Wentworth's Trigonometry. Two lessons.

History—Gazeau's Modern. Two lessons.

Philosophical Propœdeutics—Five lessons.*

GRADUATES.

In the Classical Course the following Academical Honors were conferred:

The Degree of A. B. was Awarded to:

Mr. John Gierse.

Mr. Jos. Hœllmann.

Mr. Ant. Wieneke.

The Degree of A. M. was Awarded to:

Mr. Aug. Forster, A. B.

Mr. John Fugel, A. B.

Mr. Edw. Gaule, A. B.

Mr. Joseph Kaup, A. B.

Mr. William Tillmanns, A. B.

In the Commercial Course the following Diplomas were awarded:

Certificates of Competency in Phonography, to:

Mr. Chas. Imbs.
Mr. Frank Lubbe.

Diplomas of Graduation in Commercial Course, to:

Mr. Hy. Ahrens.
Mr. Wm. Barbeau.
Mr. Edw. Kohl.
Mr. Frank Lubbe.
Mr. John Shuman.

Students for the Scholastic Year,

1890—1891.

A

Adrian, Herm. G.	Missouri	V. Collegiate.
Ahern, W. C.	Illinois	III. Collegiate.
Ahrens, Henry	Missouri	II. Commercial.
Amberg, Frank C.	Illinois	I. Commercial.
Amberg, Otto J.	Illinois	I. Collegiate.
Aschermann, Jos.	Illinois	I. Grammar.

B

Bachelier, Frank	Illinois	III. Collegiate.
Bachmann, John	Missouri	II. Collegiate.
Barbeau, John	Illinois	I. Commercial.
Barbeau, William	Illlinois	II. Commercial.
Baumstark, Anthony	Ohio	I. Collegiate.
Bender, Charles	Missouri	II. Collegiate.
Berendt, Andrew	Missouri	I. Collegiate.
Bernbrock, Henry	Illinois	II. Grammar.
Bernhardt, John	Illinois	I. Grammar.
Besser, Albert	Iowa	I. Grammar.
Blœmer, Joseph	Illinois	I. Grammar.
Bœcker, William	Illinois	Preparatory.
Boyse, Clement	Missouri	I. Grammar.
Brischoux, Peter	Missouri	III. Collegiate.
Bruegge, Joseph	Prussia	IV. Collegiate.
Bruessermann, Herm.	Prussia	IV. Collegiate.

C

Casey, Tim.	Misssouri	I. Grammar.
Chaudet, Stephen	Illinois	I. Commercial.
Chojnicki, Aloys	Missouri	I. Grammar.
Christ, Rudolph	Illinois	I. Grammar.
Coad, Mark J.	Nebraska	II. Collegiate.
Coens, Fred.	Illinois	II. Grammar.
Connolly, Thomas	Illinois	V. Collegiate.
Conroy, William	Nebraska	I. Collegiate.
Cotter, Michael	Illinois	I. Collegiate.

D

Davey, Frank	Nebraska	I. Commercial.
Degenhart, Jos. C.	Missouri	I. Commercial.
Dieker, William	Missouri	I. Grammar.

Dillon, Stephen	Missouri	Preparatory.
Dopheide, Aloys	Prussia	II. Collegiate.
Dougherty, Bern	Missouri	II. Grammar.
Duker, Anthony	Illinois	II. Grammar.

E

Echele, Christian	Missouri	II. Grammar.
Erhardt, Hub	Missouri	II. Grammar.
Erlmeyer, Joseph	Illinois	I. Grammar.
Ernst, Fred	Missouri	V. Collegiate.
Esterley, Ben. F.	Illinois	I. Grammar.

F

Farrell, Edward	Illinois	I. Grammar.
Fechtel, George	Missouri	III. Collegiate.
Fessler, Frank	Missouri	I. Grammar.
Fining, James	Missouri	Preparatory.
Fining, Jerome	Missouri	II. Grammar.
Finnemann, H.	Prussia	II. Collegiate.
Fischer, Joseph	Montana	I. Grammar.
Fitzpatrick, Geo.	New Mexico	II. Grammar.
Flynn, Joseph	Illinois	I. Grammar.
Formaz, Frank	Missouri	III. Collegiate.
Forster, August	Illinois	Philosophy.
Fortin, Orv.	Illinois	I. Commercial.
Franey, John	Illinois	III. Collegiate.
Fugel, John	Missouri	Philosophy.

G

Galvin, William	Illinois	I. Grammar.
Gass, Albert	Missouri	III. Collegiate.
Gaule, Edward	Illinois	Philosophy.
Gebken, Henry	Missouri	I. Grammar.
Geisert, Henry	Missouri	II. Collegiate.
Gilmartin, Charles	Illinois	IV. Collegiate.
Girse, John	Missouri	VI. Collegiate.
Glunk, Frank	California	I. Collegiate.
Gœke, Frank	Missouri	IV. Collegiate.
Grosch, Edward	Missouri	III. Collegiate.
Guggerty, Patrick	Iowa	II. Grammar.

H

Haberstroh, Geo.	Missouri	I. Grammar.
Harb, Frank	Missouri	II. Collegiate.
Hauser, Gustav	Iowa	IV. Collegiate.
Hauser, Stephen	Iowa	III. Collegiate.
Hayes, John	Illinois	I. Grammar.
Heckenkamp, Edward	Illinois	I. Grammar.
Hecker, Mathias	Illinois	V. Collegiate.
Heckle, Aloys	Illinois	II. Grammar.

Heiderich, Walter	Illinois	II. Grammar.
Heinrichs, Charles	Prussia	I. Collegiate.
Heintz, George	Illinois	I. Collegiate.
Henken, Bernard	Illinois	V. Collegiate.
Henrici, Ralph	Illinois	Preparatory.
Heuer, Edward	Illinois	I. Commercial.
Hœllmann, Jos.	Illinois	VI. Collegiate.
Hoffmann, Albert	California	I. Grammar.
Hommes, Joseph	Illinois	I. Grammar.
Horstmann, Herm.	California	II. Collegiate.
Hummert, Frank	Illinois	I. Commercial.
Hunker, Fred	Nebraska	IV. Collegiate.
Hunolt, Stephen	Missouri	I. Grammar.
Hurley, Frank	Illinois	I. Grammar.

I

Imbs, Charles	Missouri	IV. Collegiate.
Imbs, George	Missouri	II. Collegiate.

J

Jacobsmeyer, Bern.	Missouri	III. Collegiate.
Jæger, Joseph	Illinois	V. Collegiate.
Jurascheck, Herm.	Prussia	V. Collegiate.

K

Kamp, Frank	Illinois	I. Grammar.
Kaup, Joseph	Nebraska	Philosophy.
Kister, Henry S.	Missouri	V. Collegiate.
Koch, Adolph	Illinois	I. Collegiate.
Kœbbe, Bernard	Missouri	I. Grammar.
Kœnig, Gustav	Prussia	IV. Collegiate
Kohl, Edward	Illinois	II. Commercial.
Kohl, Nicholas	Illinois	II. Grammar.
Kolker, Edw.	Illinois	II. Grammar.
Konefes, Albert	Illinois	I. Grammar.
Koska, Adam	Illinois	I. Collegiate.
Koska, Joseph	Illinois	I. Grammar.
Kuntze, John	Prussia	IV. Collegiate.

L

Lachnit, Aloys	Nebraska	IV. Collegiate.
Lahr, Ferd.	Iowa	I. Grammar.
Lee, W. Ham	Missouri	I. Grammar.
Leuthner, Henry	Minnesota	I. Collegiate.
Liesen, William	Illinois	V. Collegiate.
Linneweber, Bern.	California	I. Collegiate.
Lœb, George	Illinois	IV. Collegiate.
Lohmeyer, Bern.	Iowa	I. Grammar.
Lubbe, Anthony	Illinois	II. Commercial.

Lubbe, Frank	Illinois	II. Commercial.
Lubbe, Romanus	Illinois	II. Grammar.
Lubeley, Joseph	Missouri	V. Collegiate.
Lutz, Henry	Iowa	Preparatory.

M

McAleer, James	South Dakota	Preparatory.
McAleer, Thomas	South Dakota	Preparatory.
McCormick, George	Illinois	I. Grammar.
McCormick, John	Montana	II. Grammar.
McCormick, Paul	Montana	I. Grammar.
McDonald, Michael	Illinois	Preparatory.
McManus, John	Missouri	I. Commercial.
McNamara, Dan	Nebraska	I. Grammar.
McNamara, John	Nebraska	IV. Collegiate.
McNamara, William	Nebraska	IV. Collegiate.
Machens, Andrew	Missouri	I. Grammar.
Maloney, James	Illinois	I. Collegiate.
Markey, John	Illinois	I. Grammar.
Markey, Philip	Illinois	III. Collegiate.
Mechlem, Arthur	Ohio	III. Collegiate.
Metz, John	Illinois	I. Grammar.
Metzger, Oswald	Missouri	I. Collegiate.
Meyrose, Bernard	Missouri	I. Commercial.
Mœller, Frank	Illinois	I. Collegiate.
Mœnius, Walter	Illinois	Preparatory.
Moser, Conrad	California	I. Collegiate.
Muckermann, H.	Prussia	IV. Collegiate.
Mudd, Edward	Missouri	I. Grammar.
Mueller, William	New York	I. Collegiate.
Muesenfechtler, H.	Illinois	II. Collegiate.

N

Neebes, Raymond	Illinois	I. Commercial.
Neylon, Martin	Illinois	III. Collegiate.
Niermann, Joseph	Missouri	Preparatory.
Noonan, Fred.	Illinois	II. Collegiate.

P

Peoples, Theodore	Missouri	I. Collegiate.
Pratte, Frank	Missouri	I. Commercial.
Preker, Christopher	Missouri	V. Collegiate.

Q

Quan, Maurice	Missouri	I. Grammar.

R

Ratermann, Henry	Missouri	I. Collegiate.
Reagan, James	Illinois	Preparatory.
Recker, Frank	Missouri	III. Collegiate.
Reilly, Arthur	Missouri	II. Grammar.
Reilly, Louis	Missouri	I. Commercial.
Rengel William	Missouri	II. Collegiate.
Rennwald, James	Iowa	I. Collegiate.
Reuter, Mathias	Prussia	II. Collegiate.
Rhoden, John	Nebraska	II. Commercial.
Ridder, Arnold	Nebraska	III. Collegiate.
Rioth, Charles	Illinois	I. Collegiate.
Rock, Peter B.	Missouri	I. Collegiate.
Rœslein, Ernest	Missouri	III. Collegiate.
Rohlf, Henry	Missouri	I. Grammar.
Rozier, Pratte A.	Missouri	II. Commercial.
Rupp, Fred.	Illinois	II. Grammar.
Rupp, George	Illinois	I. Grammar.
Ryan, Patrick K.	Missouri	I. Grammar.

S

Saale, John	Missouri	I. Grammar.
Saunders, Ray	Missouri	I. Grammar.
Sawyer, Arthur	Missouri	Preparatory.
Schæfer, John	Minnesota	I. Grammar.
Scheidt, Albert	Illinois	I. Collegiate.
Scheiner, William	Illinois	I. Collegiate.
Schmiedel, Rudolph	California	I. Collegiate.
Schmitz, Alex.	Prussia	II. Collegiate.
Schmitz, Mathias	Prussia	I. Collegiate.
Schommer, P.	Minnesota	I. Collegiate.
Schreiner, Charles	Illinois	IV. Collegiate.
Selk, William	Illinois	III. Collegiate.
Servel, John	Louisiana	I. Grammar.
Schuman, John	Missouri	II. Commercial.
Siemer, John	Missouri	I. Grammar.
Siesener, Otto	Missouri	II. Collegiate.
Simones, Alex.	Iowa	I. Grammar.
Slater, Dan.	Illinois	I. Collegiate.
Sommer, Charles	Illinois	I. Grammar.
Sommer, Frank	Illinois	I. Grammar.
Stengel, Anthony	Illinois	II. Collegiate.
Stengel, R.	Illinois	I. Grammar.
Stern, Anthony	Illinois	V. Collegiate.
Storff, August	Illinois	IV. Collegiate.
Strub, Edward	Missouri	IV. Collegiate.
Stuebe, John	Illinois	I. Collegiate.

T

Tenk, Herm. J.	Illinois	II. Collegiate.
Tepe, Joseph	Illinois	I. Grammar.
Thœnessen, J.	Prussia	IV. Collegiate.
Tillmanns, William	Prussia	Philosophy.

U

Unger, William	Illinois	III. Collegiate.

V

Van Booven, Louis	Missouri	I. Grammar.
Varner, Robert	Illinois	II. Grammar.
Vœlker, Ben.	Missouri	I. Grammar.
Voussem, Henry	Prussia	V. Collegiate.

W

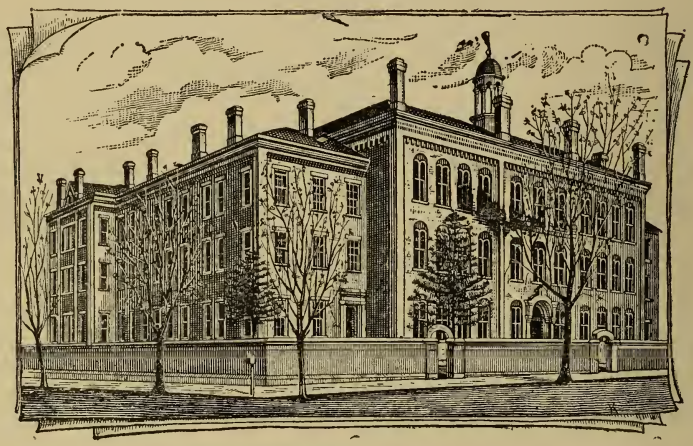
Wall Thomas	Illinois	II. Grammar.
Wehmeyer, Henry	Prussia	IV. Collegiate.
Weirather, George	Iowa	II. Collegiate.
Weis, Henry	Missouri	III. Collegiate.
Wieneke, Anthony	Minnesota	VI. Collegiate.
Winters, Robert	Missouri	I. Grammar.
Wiskirchen, A.	Illinois	I. Grammar.
Wolf, Anthony	Nebraska	I. Grammar.
Wombacher, Joseph	Illinois	I. Grammar.
Wonnemann, Clem.	Prussia	II. Collegiate.

Z

Zimmermann, Chas.	Illinois	III. Collegiate.
Zimmermann, Ernest	Illinois	III. Collegiate.
Zimmermann, William	Illinois	IV. Collegiate.

ST. MARY'S INSTITUTE,

QUINCY, ILLS.



This Institution, conducted by the School Sisters of Notre Dame, is under the spiritual direction of the Franciscan Fathers.

The system of education embraces every useful and ornamental branch of art and science suitable for young ladies.

At their entrance pupils are examined and classed according to their ability and previous attainments.

Special time and attention will be paid to pupils whose friends desire their proficiency in Needlework, Music, Drawing or Painting. These branches may be exclusively pursued.

The scholastic year commences on the first Monday in September and ends the last of June. A prompt attendance at the opening of the scholastic year is of the utmost importance to the progress of the pupils and a proper organization of the classes.

TERMS—Board and Tuition, per annum $150
Bedding and Washing 10

Music, Painting and Drawing, Stenography and Typewriting form extra charges.

Satisfactory references invariably required.

For further particulars address:

SISTER SUPERIOR,
St. Mary's Institute.

3 0112 105902990